DOCUMENT RESUME

ED 332 680 IR 014 997

AUTHOR Kodaira, Sachiko Imaizumi
TITLE Worldwide Educational Broadcasting: Diversity and Challenge in a New Era.
INSTITUTION Japan Broadcasting Corp., Tokyo. Broadcasting Culture Research Inst.
PUB DATE 91
NOTE 33p.; The appended survey results were presented at the World Conference of Producers in Educational Broadcasting (Tokyo, Japan, November 12, 1989).
PUB TYPE Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Reports - Research/Technical (143) -- Speeches/Conference Papers (150)
JOURNAL CIT Studies of Broadcasting; n27 p221-243 1991

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Distance Education; *Educational Radio; *Educational Television; Elementary Secondary Education; Foreign Countries; *Global Approach; Postsecondary Education; Preschool Education; Program Development; *Programing (Broadcast); Surveys; *Use Studies
IDENTIFIERS Japan

ABSTRACT

This paper analyzes the state of the world's educational broadcasting community following the rapid changes in the 1980s. The future prospects of educational television and radio broadcasting are discussed based on a summary of the Worldwide Survey of 48 foreign countries which was conducted in 1989, and a review of the presentations given by Japan Prize participants throughout this decade. It is noted that the contest was designed to improve educational programs throughout the world and to promote international understanding and cooperation. The use of technology for distance education production and to develop educational opportunities are described, and changes in the broadcasting world as well as obstacles to the development of educational broadcasting are reviewed. The importance of international cooperation is emphasized, including co-production of programs, supplying educational programs, and the dispatch of specialists to assist in program development. It is concluded that a global approach to education will promote a sense of education as a common task for all humanity, regardless of nationality. Appended is an extensive table, entitled "Survey of Educational Broadcasting around the World." (18 references) (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Worldwide Educational Broadcasting: Diversity and Challenge in a New Era

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

by

Sachiko Imaizumi Kodaira

IR014680

Reprinted from
STUDIES OF BROADCASTING
No.27, 1991
Copyright 1991 by
NHK (Japan Broadcasting Corporation)

IR014997

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S.I. Kodaira

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Worldwide Educational Broadcasting: Diversity and Challenge in a New Era

*Sachiko Imaizumi Kodaira**

I. Introduction: The Role of the Japan Prize Contest
II. Worldwide Survey on Educational Broadcasting
III. Diversity of Educational Broadcasting Programs: Characteristics of Programs in the Eighties
IV. Progress of Technology and Educational Broadcasting
V. Changes in the Broadcasting World and Obstacles to the Development of Educational Broadcasting
VI. International Cooperation for Educational Broadcasting
VII. Future Perspectives: Toward a New Age of Educational Broadcasting

I. Introduction: The Role of the Japan Prize Contest

With the progress of technology, the flow of information worldwide has vastly increased bringing broadcasting into a new era. Our society has greatly changed through the eighties. Educational broadcasting has shown great progress. A variety of radio and TV educational programs are now broadcast in every part of the world. And still many more new kinds of programs are expected in the future.

At the very end of the eighties, in November, 1989, the 17th Japan Prize International Educational Program Contest was held in Tokyo.

The Japan Prize Contest was established by NHK (Japan Broadcasting Corporation) in 1965, in commemoration of the fortieth anniversary of broadcasting in Japan, and of the first

* Researcher, Broadcasting Research Division, NHK Broadcasting Culture Research Institute

anniversary of the Second International Conference of Broadcast Organizations on Sound and Television School Broadcasting, organized by NHK, under the auspices of the EBU (European Broadcasting Union). Its purpose is to help improve educational programs throughout the world and to promote international understanding and cooperation. It is the only existing international program contest organized regularly and exclusively for educational programs. The total number of the entries to the Contests rearches 2,813 (radio and TV). Until the 9th Contest in 1973, the event was held every year. Beginning with the 10th Contest in 1975 the contest was held every other year in Tokyo.

The Japan Prize has been distinguished by the participation of many organizations from every part of the world from the very beginning, a feature not found in many other international program contests. The awarding of Special Prizes for programs produced by organizations with limited facilities and resources has encouraged many exciting entries from new organizations in various countries.

The function of this Contest is not simply to honor a limited number of outstanding programs. In the hope that broadcasting and educational organizations throughout the world can find these examples useful and inspiring in their efforts to improve educational broadcasting, the Japan Prize Circulating Library, established in 1974, provides recordings of outstanding entries in the Japan Prize Contest. As of 1990 the library has 130 programs in circulation for research and training purposes, through fifteen regional centers in fourteen countries.

Specialists in the fields of broadcasting, education or media communications get together from every part of the world for each contest not only to view and select excellent programs but to exchange information and ideas. Meetings by participants are regarded as a very important part of the contest. As a result, various opportunities are prepared to encourage understanding and discussion on educational broadcasting at each contest. Events include lectures by specialists, symposia and conferences to give participants a chance to speak out.

Since the 12th Japan Prize Contest (1979), NHK Broadcasting Culture Research Institute has been involved in organizing

symposia, including conducting international surveys on educational broadcasting for use in discussions (Akiyama, 1980; Akiyama & Imaizumi, 1982; Akiyama & Kodaira, 1984; Kodaira, 1986 a; Kodaira, 1988).

"World Conference of Producers in Educational Broadcasting" was held on November 12, 1989 in the Main Conference Room of the NHK Broadcasting Center, as an important part of the 17th Japan Prize Contest. Its theme was "Diversity and Challenge: Toward a New Age of Educational Broadcasting." The conference was attended by some 70 people, including Jury members and observers, researchers in audio-visual education and representatives of ZEMPOREN, the All Japan Teachers' Federation for Studying the Use of Radio and Television in Education. The main part of the 1989 International Survey was also presented at this Conference as basic information for further discussion, by the author of this paper (Kodaira,1990a).

This paper will try to analyze the state of the world's educational broadcasting community following the rapid changes in the 1980's. It will also dicuss the future prospects of educational broadcasting, by analyzing the results of the International Survey of 1989 and previous ones, along with presentations given by participants in Japan Prize conferences and programs entered in the Japan Prize Contest throughout the 1980's, and through the experiences of the attending other international conferences held in other countries in 1990.

II. Worldwide Survey on Educational Broadcasting

The worldwide survey of educational broadcasting in 1989 was conducted by the Japan Prize Secretariat together with the NHK Broadcasting Culture Research Institute. Questionnaires were sent to all organizations participating in that year's Japan Prize Contest (91 organizations in 48 countries). A total of 60 broadcasting and producing organizations in 37 countries sent back answers to NHK before the Contest.

17 organizations/	11 countries	from Asia
3	2	from Oceania

2	2	from Middle East
18	13	from Europe
4	4	from Africa
11	2	from North America
5	3	from Central and South America

Similar surveys have been conducted since the 12th Japan Prize Contest (1979). This was the sixth in the series.

Since types of educational broadcasting vary widely, a number of questions were asked about the current state of educational broadcasting, the related environment, and future plans for broadcasting in each organization or country in the 1989 Survey.

Main topics of questions were:

* Categories of educational programs broadcast
* Main functions of educational broadcasting
* Factors impeding the development of educational broadcasting and evaluation of present situation of educational broadcasting
* Use of new technology for educational purposes
* International cooperation for educational broadcasting

The main results of the survey are presented in the last part of this paper (pp. 1～4). An analysis of each topic will be introduced together with other related information in the following chapters.

III. Diversity of Educational Broadcasting Programs: Characteristics of Programs in the Eighties

1. Diversity of Program Categories

Through the style and mechanism of producing and broadcasting programs and educational conditions vary country to country and region to region, a large variety of educational programs are being broadcast around the world, today. In particular, many countries broadcast

(1) "programs for pre-school children at home"
(3) "programs for primary school children at school"
(4) "programs for secondary school children at school"

(16) "general educational programs for adults at home"
(QI, p. 1)

Programs for various specific groups of people—for the mentally and physically handicapped, and for refugees and immigrants, people who need vocational education, etc.—have also increased. Programs to eliminate adult illiteracy are broadcast in various parts of the world and interest in using broadcasting media for this field seems to be increasing.

2. Main Functions Expected of Educational Broadcasting

Those surveyed were asked to state the main functions of educational broadcasting in their country (QII, p. 2).

Most organizations and countries answered Item (4) "supplementing education at school" (51 organizations out of 60/32 countries out of 37). The second largest choice was Item (10) "modernizing the content of educational materials and/or developing new instructional methods" (40 organizations in 23 countries). Item (5) "Informing schools quickly of new information useful in education" (28/22) was also answered by many countries. All these items have been answered by a large number of countries throughout the 1980's. This indicates that broadcasting for schools has been playing an important role in educational broadcasting.

Item (7) "Replacing construction of new high schools and universities" is regarded as a main function of educational broadcasting by 13 countries, five from Asia : China, the Republic of Korea, Indonesia, the Philippines and Thailand.

(8) "Supplementing the number of qualified teachers and professors" and (9) "supplementing educational materials in short supply" are regarded as important functions of educational broadcasting by many countries especially by many developing countries in Asia, but also by the United Kingdom, which is one of the most advanced countries providing educational broadcasting.

Quite a number also regarded (11) "Conducting supplementary education for teachers" as important. For example, in the

United Kingdom, the BBC has been broadcasting a new series for teachers who are in the difficult position of teaching subjects which have undergone radical change under the new National Curriculum.

(15) "Giving adults an opportunity for life-long education" came third among the fifteen items (37 organizations in 22 countries). This item has been regarded as especially important in the 1980's. In the Japan Prize, the number of entries in the Adult Education Category has rapidly increased. This no doubt reflects rising interest in adult-education and life-long learning.

(1) "Promoting a sense of citizenship or of unity with one's compatriots" (2) "Modernization of the nation" and (3) "Promoting national language(s)" have been emphasized by many countries, especially by developing countries. For the next international survey, a new item of "promoting a sense of internationalization/understanding other cultures" should be added to this question.

3. Characteristics of Recent Educational Programs

Years ago a large part of programs entered in the Japan Prize Contest were school broadcasts which were quite strictly based on curricula. Recently more programs have been for general education, both in schools and for adults. This shift is a significant change in the world's educational broadcasting.

Concerning this point, in 1979, Frank R. Tappolet, the President of the Jury stated in the Awarding Ceremony:

> "Considering especially the Japan Prize winners, I feel that, if *instructional* television is in some countries of a good steady standard, the more *enrichment* kind of output is moving more and more towards general programs, of course, an educative content. That means that the audience is more diversified, approaching sometimes that of the general programming."
>
> (*The Japan Prize 1979*, p. 19)

Programs dealing with current topics in society from a journalistic view have increased in the 1980's. Themes have included: peace and war, human relations, cultural heritage, the environ-

ment, diversity of media, technology, education (its philosophy and systems).

In the 1989 Japan Prize, there were quite a number of radio and TV programs dealing with the "importance of the environment" emphasizing a love of life and nature.[1]

"The Earth is Not Thick Skinned" submitted by ZDF (Federal Republic of Germany) and selected as the best program in the TV Secondary Education successfully stressed the vital need to preserve natural ecology. The best program in the Radio Programs Category of the 1989 Japan Prize, **"The Agony of Water"** from KBS (Republic of Korea) also dealt with environmental pollution. It was highly evaluated for its use of music, natural sounds and studio sound effects to portray the pollution of sea water and its impact on our future.

The Japan Prize (grand prix) winner of the First Contest in 1965, **"Once Upon A Time"** (TV : YLE, Finland) also dealt with the importance of the environment and that this program was a typical example of "educational" programs accepted in the broad sense, not based on curriculum (Inoue, 1979).[2]

Another important characteristic of recent educational programs was an emphasis on humanity, as was clearly shown in the following prize winning TV programs in 1989.

"A New Life," a program from a series called "Who Am I?" (YLE, Finland), was selected as the best program in the TV Primary Education Category. It teaches how a man and woman come to share their lives and create life. It calls attention to the fact that the union of man and woman is not a simple reproductive act but involves aspects not seen among other living things, through a combination of computer animations, illustrations and skits.

In**"The Universe Within—Protecting the Living Body : the Immune System"** (NHK, Japan), the winner of the grand prix in the 1989 Japan Prize Contest, scientific explanations about the human immune system, aided by the latest visual technology of computer graphics and photography through a high-power scanning electron microscope, blend naturally with a human-interest story of a girl's recovery from disease.

IV. Progress of Technology and Educational Broadcasting

1. Use of Technology for Production

The rapid development of technology was one of the biggest changes throughout the 1980's, and has had an impact on various parts of society, including educational broadcasting.

There has been an increase in the use of new technology for production of educational programs. A number of educational programs in recent years have made splendid use of the great advance in technology, including the past three Japan Prize grand prix winners (TV). The latest Japan Prize winner, "The Universe Within" (p. 227) was especially succenful in blending the latest such technology and scientific explanations with a moving human story, creating a favorable use of technology.

2. Use of Technology to Develop Educational Opportunity

The development of technology has increased opportunities to provide education; distributing broadcast programs in package form on video tape, providing related educational material such as computer software, providing educational information via new technology such as computer networks or teletext, and so forth.

Regarding the rapid diffusion of video recording equipment, the 1989 Survey (QIV, p. 4) asked whether there was any kind of service provided to distribute TV/radio educational programs in the form of video/audio packages.

37 organizations in 24 countries (out of 60/37) answered that there were "program-copying services" for educational broadcasts in their countries.

This service is done in some cases free of charge:

by departments of Ministry of Education (in Malaysia, Jordan)

by Audio/Visual centers (in Sweden) or
by regional media centers (in the Federal Republic of Germany)

Service was provided in other cases for a fee, for example,

by broadcasting organizations themselves (in Sri Lanka, the Netherlands)
by governmental educational organizations (in Finland)
by local educational authorities (in the U.K.) or
by audio visual recording institutions (in Norway)

33 organizations in 19 countries said there are also "sales of video/audio packages of educational TV/radio programs." This kind of service is offered

by broadcasting organizations (TV Ontario, Canada, MTV, Hungary, Radio Shop of BBC Radio)
by subsidized organizations of broadcasters (BBC Enterprises, ABC Enterprises, Australia, KBS Enterprises, Rep.of Korea, NHK Enterprises)

and then

by production companies, publishing companies, etc.

The "lease of broadcast programs in the form of videocassettes" was done free of charge by local libraries in Sweden, and for a fee by all public libraries in the Netherlands.

Another question asked about the use of the following media for educational purposes: CATV, satellite, teletext, computers (as software, as information networks) and videodiscs (QV, p. 4).

To distribute ETV programs, CATV is used in such nations as the U.S.A., Canada, the Federal Republic of Germany, China and Japan. Satellite is also used in the U.S.A., Canada, Australia, and Japan.

SERC (Satellite Educational Resources Consortium) was formed to help schools meet teacher shortages in critical subject areas in the U.S. The SERC combines education agencies and broadcasting agencies of various states, and members pool their resources to produce and provide daily interactive instruction via satellite to students in 22 states.[3] Among European countries, satellites are expected to distribute current and newly created programs, with an "European identity."

Use of new technology to distribute educational information has also spread. For this purpose, teletext is used in the U.S. and in many European countries, such as the U.K., the Netherlands, Sweden, Belgium and Finland.

As for computers, various software packages have been developed in many countries. Moreover computer networks to distribute a variety of educational information have become very popular. "Learning Link" is an example which is supported by public broadcasting in the U.S., via WNET—New York. It has been successful not only in providing information on educational broadcasting but also in encouraging information exchange among schools which use broadcasts.

As for videodisc software, one example is "Interactive NOVA" developed by WGBH—Boston. ("NOVA" is a well-known science TV series for general audiences, but for the development of the interactive videodisc, school children are the main target.)

In the U.K., computer software has been widely developed as supporting material for TV/radio educational programs since the early 1980's, both by BBC and by ITV companies. Interactive videodiscs for school curricula and for training have been developed, too (Kodaira, 1986b).

Here in Japan, studies are now being conducted on the educational benefits and possibilities of the exceptionally clear images and realistic sound provided by HDTV technology, along with studies on suitable formats and forms of presentation of HDTV programs.

V. Changes in the Broadcasting World and Obstacles to the Development of Educational Broadcasting

Throughout the 1980's broadcasting has changed greatly worldwide. Organizations especially public broadcasters which have played an important role in producing and/or broadcasting educational programs and developing related educational materials are now facing various difficulties. The free market or competition-oriented philosophy has spread worldwide and has had an enormous impact on educational broadcasting, including

basic policy planning and criteria used to judge educational broadcasting.

To make full use of new technology for the development of broadcast programs and related services, broadcasters need much larger budgets ; however, public broadcasters face financial difficulties everywhere. A recent trend has been to try to attract more viewers than before, and have educational programming compete with other types of programs within organizations.

On this point, Dr. Jack Lyle of Boston University who has attened the Japan Prize Contest five times since 1977 and who worked as the President of the Jury in 1987 introduced his view in the 1985 Japan Prize Symposium.

> "..... In location after location, there seems to be pressure to reduce programming time for instructional programs. ..... Engberg-Pedersen spoke of the broad public pressure in Denmark for more entertainment in the broadcast schedule. This pressure is widespread. Indeed, I am tempted to say that it is universal....."
>
> "..... Even in highly developed and affluent nations, including Japan and Australia as well as those of Europe and North America, public broadcasting services are facing unprecedented financial stringencies. As they battle for the resources required just to maintain existing levels of service, the cry goes up in both 'public desires' rather than 'social needs'....."
>
> ("The Japan Prize Lecture For 1985 : The Role of Educational Broadcasting in an Age of Changing Technology " 1985)
>
> [* In Denmark, school broadcasting ceased in 1989]

Educational broadcasting has developed in various ways throughout the world ; however, there still seem to be a number of common factors which are impeding its development, and new kinds of problems that are emerging. The results of one of the questions of the 1989 Japan Prize International Survey and related comments by the participants of the past few Contests clearly indicate the problems of today's educational broadcasting (QIII, p. 3).

1. Problems of Producers/Broadcasters

In Question III "factors impeding the development of educational broadcasting in your own country," first of all, the majority of organizations/countries (48/30 out of 60/37) regard (1) "shortage of financial resources and personnel for production" as one of the main factors impeding the development of educational broadcasting.

The same tendency was observed in previous surveys, too; however, the situation seems to have become more and more serious, especially in the latter half of the eighties. On one hand, this indicates that many countries are now very much interested in establishing educational TV services of their own, especially in developing countries which see educational broadcasting as one of the important means of building their countries. Of course, they need a huge amount of money and also far more "experience in production" "studios and equipment for production." They often have to overcome "lack of electricity " and "limited access to TV and/or radio networks."

Problems of budget and personnel are also quite serious in advanced countries/organizations of educational broadcasting. The BBC explained it is developing ways to supplement income for BBC Education through video/audio/print packages, since licence-fee funding is limited.

Item (8) "lack of positive interest in educational broadcasting by broadcasters" and (9) "lack of positive interest by governments" are cited as factors impeding the development of educational broadcasting by countries in various regions of the world.

When educational programs producing organizations do not possess airtime of their own, they must work to get appropriate timeslots to present their programs. Even when programs are produced in broadcasting organizations, it is not always easy to "get enough and convenient time for educational broadcasting" since there is a general tendency to give more airtime to entertainment-oriented programs and to move educational programs with limited viewers/listeners to night-time (or mid-night) broadcast slots with the belief that audiences will record shows or

to move shows to cable services which can be more specialized in their target audiences.

On this point, Dr. Jack Lyle gave a warning in the 1985 Japan Prize Symposium that restricting educational broadcasting in this way would mean that it would not be available to many who not only want it, but who need it most.

Dr. E.G. Jones (Controller of BBC Education and a jury member of the 1989 Japan Prize Contest) emphasized the importance of daytime transmission on air, live, of educational programs for schools, because it says something in a society of the importance of education itself (from a presentation in the World Conference of the 1989 Japan Prize Contest). The basic idea of BBC's radio and TV programs on BBC Education is that without showing the importance of educational programs on air, just like other programs of drama, music, other entertainment programs, other related support materials such as VCR packages and computer software will not successfully spread.

Dr. Walter Flemmer of Bayerischer Rundfunk, who has attended every Japan Prize since 1979 and worked as the President of the Jury in 1989, emphasized that educational programs should not be defined by their form and that flexibility is necessary in all TV programs. He also emphasized that we must turn our attention to a variety of subjects, if educational programs are to survive (from a presentation in the World Conference of the 1989 Contest).

There are some more difficult factors in providing educational programs; especially in producing/broadcasting systems and in policy-making.

For example, PCTVF, one of the organizations in the Philippines, explained the following situation:

> "Philippine TV and radio broadcasting is primarily a commercial undertaking. In a milieu where programs' survival depends largely upon the availability of advertising revenue, only a few groups venture into the field of educational broadcasting. Intensive motivational campaign on the value of educational broadcasting among educators, producers, advertisers, policy-makers should be implemented to eliminate problems associated with and alter the trend of educa-

tional broadcasting in the country." (1989 Survey)

This opinion represents the general difficulty faced by educational broadcasters in competition with commercial networks and which has to be considered seriously today.

As for national systems of educational broadcasting, Canadian organizations explained that educational broadcasting is the responsibility of provinces, thus limiting financial and manpower resources for production activities. They added that efforts will be made to increase cooperation, including co-production by provincial broadcasting agencies and non-Canadian producers.

2. Problems of Users

So far, problems involving production and broadcasting have been discussed but there are problems on the users' side, too.

Item (12) "lack of teacher training on the use of audio/visual materials" is cited by the second largest number of respondents from various parts of the world (29 organizations in 20 countries out of 60 organizations in 37 countries). Item (10) "lack of teachers' and/or professors' interest in educational broadcasting" is also regarded as a factor impeding development of educational broadcasting by various countries. Providing services to members who will be leaders in using educational materials must be developed for the fruitful growth of educational media.

It is also very important to know from the same Survey that (13) "lack of close communication between producers/broadcasters and users of programs" was cited by various countries as a problem.

On this point, the Japanese experience has stood out. ZEMPOREN, the All-Japan Teachers' Federation for Studying the Use of Radio and Television in Education, has played an important role since 1950 to promote the use of radio and TV at schools and to give opinions to NHK, through teachers' observation and studies, in order to improve programs and programming for schools and kindergartens. This experience has been highly evaluated by many other countries.

The overall result of this topic, "factors impeding development of educational broadcasting" seems to show that members engaged in educational broadcasting need to develop completely new viewpoints and concepts to find an appropriate ways to grow.

VI. International Cooperation for Educational Broadcasting

1. Increased Interest in Co-production

As has been already introduced, topics which educational broadcasting deals with have increased rapidly. Moreover, it has become especially important to discuss topics such as "ecology" from a much more global viewpoint, as societies become internationalized. From my own experience of attending Japan Prize Contests for the past ten years, I can observe that the rapid increase in interest in international cooperation, including co-production is one of the largest developments among participants from every part of the world, especially in the latter half of the eighties.

The result of the International Survey of 1989 shows this tendency.

Question VI asks organizations about current production and future planning of co-productions with foreign organizations (p. 4). 18 organizations in 16 countries answered that they are currently producing educational TV programs jointly with foreign organizations. "Science" (including "ecology"), "language," "geography," and "culture" are the most popular subjects for co-production. Asked if co-production projects are planned in the next one or two years, 22 organizations in 18 countries answered "yes."

In another question, the interest of each organization in international cooperation in educational broadcasting was questioned in the following areas:

(1) co-production of educational programs/materials
(2) purchase (import) of programs

(3) sale (export) of programs
(4) international seminars for progress in educational broadcasting
(5) workshops/training courses for producers

(QVII, p. 4)

Item (1) "co-production" and item (4) "international seminars" were cited by the largest number of respondents (45 organizations in 30 countries/42 organizations in 30 countries).

International co-production has been very common among certain parts of the world, for example, among European countries especially among EBU members. Today there is widespread interest in co-production even among countries which have just started educational broadcasting.

There were various discussions on the future possibility of international co-production during the Japan Prize in 1989, and in very many cases participants showed their interest in documentary series or science & technology programs for general (adult) education. In my personal view, there seem to be many more possibilities, including programs for young children.

There is also interest in the "purchase of programs" and "sale of programs" on an international basis; however, interest in "co-production" is much stronger than these two items. This indicates that many countries would like to actively produce educational programs, with their *identities*.

One of the reasons why **"Sesame Street"** has been successfully developed internationally is because CTW (Children's Television Workshop) has encouraged each co-producing organization to respect its own culture and values to provide programs which meet the needs of children in each part of the world[4] (Kodaira, 1990c).

There are various types of "co-production" and it is not always easy for producers with different backgrounds to work together (Yasuma, 1990); however, there will no doubt be an increase in co-production in the field of educational broadcasting, and there is still a lot to learn.

2. *Importance of Understanding Other Countries' Situations*

The fact that a large number of organizations/countries showed their interest in (4) "international seminars for progress in educational broadcasting" indicates that they regard mutual understanding about other societies and cultures as essential. This is very important, of course, for further development of co-production among countries with different backgrounds.

Various kinds of seminars/conferences and meetings in the Working Party for Educational Programmes of EBU (European Broadcasting Union), symposia/conferences of the Japan Prize Contest, and international seminars in the Asia and the Pacific region,[5] have played important roles in this field; and more activities with further practical achievements in a wide range of countries may be expected as a next step.

Another important international seminar, the **Tel Aviv Seminar 1990: ETV Broadcasting Research in the Nineties** was organized by IETV (Israel Educational Television) on behalf of the EBU, and held in Tel Aviv in March, 1990.[6] This was almost the first international formal opportunity to bring together researchers in educational broadcasting of different countries, especially working for broadcasting organizations. This Seminar came into being because of a growing concern about the future of educational broadcasting in a new era of multi-channel environments and growing commercial competition worldwide (Kodaira, 1990b).

In this seminar, participants emphasized the importance of further international collaboration among members around the world, and as a result it was agreed to establish an international association, for the exchange of research and information, and for conducting collaborative research projects to contribute to the increased broadcasting of educational programs around the world.

Another important activity is international cooperation through supply of educational programs and dispatch of specialists in various fields to assist in development of educational broadcasting, in response to requests from abroad. With a history

of more than 55 years of school broadcasting NHK has been extending a helping hand to expand and improve educational broadcasts in Asia, Latin America and Africa, since the 1960's.

Many countries express interest in a total system of providing and using educational broadcasting rather than individual training. In this context, interest in conducting research to find out the effectiveness of educational programs has been increased.

For example, in Thailand, various NHK educational TV programs, including school broadcasts have been broadcast in the Thai language since autumn, 1988. To study and evaluate the popularity and effectiveness of these NHK programs on Thai children, an extensive survey and in-depth interviews were conducted in May and June, 1990, with cooperation from schools in three different areas of Thailand. The results of this kind of study will be very helpful for members both in Thailand and Japan, and also for other countries.[7]

VII. Future Perspectives: Toward a New Age of Educational Broadcasting

Through analysis of the International Surveys on Educational Broadcasting, various discussions during the Japan Prize Symposia/Conferences and many other international meetings throughout the 1980's, there are various common issues members in charge of educational broadcasting are trying to overcome. There is also a strong interest in international cooperation not only for producing programs but also for establishing helpful mechanisms to prepare a better environment for the development of educational broadcasting.

In this context, international cooperation by producers and researchers of different backgrounds and cultures, with new concepts or frameworks of thinking, is becoming more important in the development of new educational programs for a variety of people, especially children around the world. I believe that there is a need for programs to promote human understanding as a basis of international understanding.

In the coming years, the production of programs which are

not only national assets but also international assets along with discussion on developing research and production of broadcast programs and other related educational materials with new technology will be important.

In such a difficult period of public broadcasting, as Prof. Elihu Katz of Hebrew University of Jerusalem (sociology and communications) emphasized in a speech, the role of research is also very important to give policy makers appropriate information and suggestions for deciding on basic policy for educational broadcasting from an international viewpoint.[8)]

The following statement by Katsura Yaegashi, General Secretary of the Japan Prize Contest in 1989 is not only his opinion; it also expresses the feeling of many members working in the field of educational broadcasting in various countries.

> "..... We must feel that now education is a common task for all humanity, regardless of nationality. Many of the entries in the latest Japan Prize Contest made us realize afresh that education in the true sense should convey a love of life and nature, and a respect for all people that surpasses ethnic differences and national boundaries."
>
> " ..... It is vital to think of education not in terms of just one nation but rather from a global viewpoint, in terms of the future of all humanity."
>
> (*The Japan Prize 1989*, p. 34)

Notes

1) Details of the four programs mentioned here are available in *A Guide to the 1989 Japan Prize Circulating Library (10th edition)* by the Japan Prize Secretariat (June 1990).

2) A review of educational broadcasting in light of the prize-winning programs and entries attracted widespread attention from 1965 till 1977 is introduced in the following paper:
Inoue, E. (1979), *The Japan Prize Contest : The Past, Present, and Future —A Brief Review of the Past Eleven Contests in Light of Certain Unforgettable Entries.* [Main part of the paper is grounded on an article in Japanese published in *Bunken Geppo* (*The NHK Monthly Report on Broadcasting Research*), Feb. 1977. This English version is published by the Secretariat of the Japan Prize Contest.]

3) Information from the *Descriptive Educational Information Circular*, No. 32 (by EBU Working Party for Educational Programmes), April 1990, pp. 23-24.

4) **International Conference on Adaptation of "Sesame Street"** organized by CTW (Children's Television Workshop) and NOS (Netherlands Omroep Stichting) was held in Amsterdam in September 1990, to discuss further global development of "Sesame Street" and new ideas for the international development of children's programs. Participants consisted of producers/directors, researchers, and officials in charge of international program co-production or coordination in various parts of the world.

5) **Symposia on Educational Broadcasting in Asia and the Pacific Region** were organized five times by the PICEB (Council for the Promotion of International Cooperation in Educational Broadcasting; headed by Dr. Hiroshi Azuma) to promote international co-operation in educational broadcasting through the exchange of information and educational programs. Symposia were held in the following countries:

1986 —— Indonesia
1987 —— Republic of Korea
1988 —— Thailand
1989 —— Singapore
1990 —— The Philippines

The details of the activities are introduced in the following paper:
Nakano, T. (1990), 'Kokusai Kyoryoku no tame no Shichokaku Hoso Kyoiku: Kyoikuhoso Kokusai Kyoryoku Suishin Kaigi no 5-ka-nen kara (Audiovisual Education and Broadcasting Education for the Promotion in International Cooperation: From Five Years of the Council for the Promotion of International Cooperation in Educational Broadcasting)' [paper presented at the 35th Japan Society for the Study of Radio-TV Education]

6) The following publications were published on this Seminar.

- Tidhar, C.E. [compiled and edited by] (1990)
  Tel Aviv Research Seminar 1990: Background Material (p.173)
- Tidhar, C.E. [compiled and edited by] (1990)
  ETV Broadcasting Research in the Nineties: Readings from the Tel Aviv Seminar 1990 (p.246)

Dr. Chava Tidhar has been the Director of Research and Evaluation at the IETV since its founding in 1966 and she was a chairperson of the Tel Aviv Seminar.

7) This study was conducted with a grant from HBF (Hoso Bunka Foundation). The final report is planned to be published in 1991. ["The Effectiveness of NHK's Educational TV Series on Thai Children"]

8) From a keynote speech for the Tel Aviv Seminar 1990: ETV Broadcasting Research in the Nineties (March 19, 1990) "On the World Crisis of Public Broadcasting And Its Implications for ETV"

References

Akiyama, T. (1980), 'Sekai no Kyoikuhoso no Doko: Dai 12 kai NIPPONSHO Anketo yori (Trends of World's Educational Broadcasting: Based on the International Questionnaire of the 12th Japan Prize Contest)' *Bunken Geppo* (*The NHK Monthly Report on Broadcasting Research*), March, pp. 16–21.

Akiyama, T.& S. Imaizumi (1982), 'Nyu-media to Kyoikuhoso: Wilbur Schramm Hakase ni Kiku (New Media and Educational Broadcasting: An Interview with Dr. Wilbur Schramm)' *Bunken Geppo* (*The NHK Monthly Report on Broadcasting Research*), March, pp. 13–17.

Akiyama, T. & S. I. Kodaira (1984), 'Sekai no Kyoikuhoso, Saikin no Doko: NIPPONSHO Semina kara (Recent Trends in Educational Broadcasting Worldwide: From the 14th Japan Prize Seminar)' *Hoso Kenkyu to Chosa* (*The NHK Monthly Report on Broadcasting Research*), Feb., pp. 52–59.

Kodaira, S.I. (1986a), 'Tamedia Jidai no Kyoikuhoso to Shorai Tembo: NIPPONSHO Semina yori (The Future of Educational Broadcasting in the Age of New Technology: From the 15th Japan Prize Seminar)' Hoso Kenkyu to Chosa (*The NHK Monthly Report on Broadcasting Research*), Feb., pp. 15–27.

Kodaira, S. I. (1986b), 'Igirisu ni okeru Kyoikuhoso Kaikaku no Doko (Recent Trends of Educational Broadcasting in the United Kingdom)' *NHK Hoso Bunka Chosa-Kenkyu Nempo* (*NHK Annual Bulletin of Broadcasting Culture Research*) No. 31, pp. 23–46.

Kodaira, S. I. (1988), 'Tamedia Jidai no Sekai no Kyoikuhoso: NIPPONSHO Kokusai Anketo 1987 kara (World Educational Broadcasting in the Age of Changing Technology: Based on the 1987 JAPAN PRIZE Questionnaire Survey)' *Hoso Kenkyu to Chosa* (*The NHK Monthly Report on Broadcasting Research*), March, pp. 16–29.

Kodaira, S. I. (1990a), 'Atarashii Jidai ni Mukete no Sekai no Kyoikuhoso: 1989 "NIPPONSHO" Kokusai Anketo wo Chushin ni (Toward a New Age in the World's Educational Broadcasting: Based on the International Questionnaire of the 1989 Japan Prize Contest)' *Hoso Kenkyu to Chosa* (*The NHK Monthly Report on Broadcasting Research*), March, pp. 26–37.

Kodaira, S. I. (1990b), '1990-nendai no Kyoikuhoso Kenkyu ni Mukete: EBU Kyoikuhoso Kenkyusha Semina kara (ETV Broadcasting Research in the Nineties: From the EBU Research Seminar in Tel Aviv)' *Hoso Kenkyu to Chosa* (*The NHK Monthly Report on Broadcasting Research*), July, pp. 26–33.

Kodaira, S. I. (1990c), 'Kokusaika Jidai no Kodomo muke Terebi no Tembo: "Sesame Street" Kokusai-Kaigi wo Chushin ni (Prospect for Children's TV in the Age of Internationalization: Based on the International Conference on Adaptation of "Sesame Street")' *Hoso Kenkyu to Chosa* (*The NHK Monthly Report on Broadcasting Research*), Dec., pp. 26–39.

Kodaira, S. I. (1990d), 'Korekara no Hoso-Kyoiku: Kokusaika, Maruchi-Media Tenkai no naka de (Directions of Broadcast Education: Under the Conditions of Internationalization and Progress of Multi-Media)' *Hoso*

Kyoiku Kenkyu (*The Japanese Journal of Radio-TV Education*: annual report of the Japan Society for the Study of Radio-TV Education), No.18, pp. 46—50.

Yasuma, S. (1990), 'Kokusai Kyodo Seisaku no Igi to Mondaiten (Meaning and Issues of International Co-production)' *Hosogaku Kenkyu* (*Studies of Broadcasting*), Vol. 40, pp. 111—129.

Reports on the Japan Prize International Educational Program Contest (from the 1st to the 17th) [Secretariat of the Japan Prize Contest]

- As for information on NHK's educational broadcasting, the following references are available in English.

Akiyama, T. (1986), *Trends in Research on Japan's Educational Broadcasts*, NHK Broadcasting Culture Research Institute, pp. 73.

NHK (1991), *NHK School Broadcasts*, pp. 35.

Kodaira, S. I. (1987), *Television's Role in Early Childhood Education in Japan*, NHK Broadcasting Culture Research Institute, pp. 33.

Kodaira, S. I. (1988), *Research on Television's Role in Early Childhood Education in Japan*. [Paper prepared for the 1988 Annual Conference of the National Association for the Education of Young Children, U.S.A.], pp. 27.

Kodaira, S. I. (1989), *The Role of Educational Broadcasts in Japanese Schools* (*third edition*), NHK Broadcasting Culture Research Institute, pp. 46.

Kodaira, S. I. (1989), 'Studies on Educational Television for Schools in Japan,' *Symposium on Educational Broadcasting in Asia and the Pacific Region*, CDIS (Curriculum Development Institute of Singapore), pp. 58—62.

Kodaira, S. I. (1990), 'The Development of Programmes for Young Children in Japan' *Journal of Educational Television, U.K.*, Vol. 16, No.13, pp. 127—149.

Appendix: Survey of Educational Broadcasting around the World

prepared for the

World Conference of Producers in Educational Broadcasting

〔The 17th Japan Prize Contest〕

November 12, 1989

Q1 Categories of Educational Programs Broadcast [T/R] (in 1989)

| Items \ Organizations / Countries | ASIA | | |

Q11 Main Functions of Educational Broadcasting
(○ = areas especially emphasized recently)

| Items \ Organizations / Countries | ASIA | | |

Q II Factors Impeding the Development of Educational Broadcasting

| Items \ Organizations / Countries | ASIA | | | | | | | | | | | | | | | | | | | | | | | | | | OCEANIA | | | M-EAST | | EUROPE | | | | | | | | | | | | | | | | | | |

| Items \ Organizations / Countries | | ASIA | | |